

LESSONS FOR DISTANCE TEACHING GLOBAL CITIZENSHIP EDUCATION

for the second stage of primary school



ON THE FOLLOWING PAGES, YOU WILL FIND A FEW LESSONS IN GLOBAL CITIZENSHIP EDUCATION. IT IS A SELECTION OF EXISTING MATERIALS WHICH WE HAVE ADAPTED FOR DISTANCE TEACHING AND LEARNING. LESSONS ARE LINKED TO 17 SUSTAINABLE DEVELOPMENT GOALS, AND YOU CAN DOWNLOAD THEM FOR FREE ON WWW.ADRA.CZ.



LESSON OBJECTIVE: ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

LESSON CONTENT: DIFFERENT POSITION OF WOMEN AND MEN IN THE WORLD, SOCIAL AND CULTURAL DIFFERENCES



LESSON OBJECTIVE: TO ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION

LESSON CONTENT: ENSURING SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS

The United Nations (UN) has devised a development plan for 2030 which has been agreed to by all 193 member states. This plan consists of 17 global goals—the Sustainable Development Goals. These goals provide a framework of activities and strategies in which to strive for a safe, just and sustainable world, for a world in which all people are equal, have the same rights and can lead a dignified and full life, regardless of origin, age, gender or religion, a world where there is plenty of quality food, drinking water and clean air, not only for its current inhabitants but also for future generations.

Today's world is becoming more and more interconnected, complicated and difficult to navigate because of globalization, communication and transport technologies. Information is often pouring in on us from all sides, which is often difficult to understand. Every day we must make decisions that affect not only our lives but also the lives of the people around us. The consequences of our actions never end at our door. In order to take such decisions responsibly, and based on truthful information, we need to understand the complex processes around us. Thanks to the integration of global contexts into teaching, students can become familiar with these topics and better understand the world around them. Global topics concern (and will concern) each of us!

GENDER EQUALITY

TOPIC INFORMATION: The position of women and men in the world is very different. Some differences are due to the policy of individual states and are thus manifested at the state level; others are influenced by social, religious or cultural customs in wider society. Gender equality means guaranteeing equal rights, opportunities and freedoms for all men and women. Gender equality does not mean uniformity of men and women; on the contrary, it recognizes differences and attributes equal rights to all. Despite all efforts to achieve gender equality, there are a number of discriminatory measures in the world, especially against women.

That's why the United Nations also addresses this issue in its Sustainable Development Goals agenda. You can learn more about them [HERE](#).



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WHAT IS THE PROBLEM?

Watch this [VIDEO](#) and think about the ways in which inequality between women and men manifests itself. How do local conditions of religion, politics, national economic situations or even demography affect this inequality? What other conditions come to mind? Write everything down before you continue with the next activity.



HOW ARE WE EQUAL IN THE WORLD?

To get acquainted with the issue of inequality between women and men, we'll read a short text, which you can find [HERE](#). Study it carefully and try to identify two types of information in it: the causes of the problem and its consequences. You can print the text and highlight the information in colour, or you can write it down on paper.

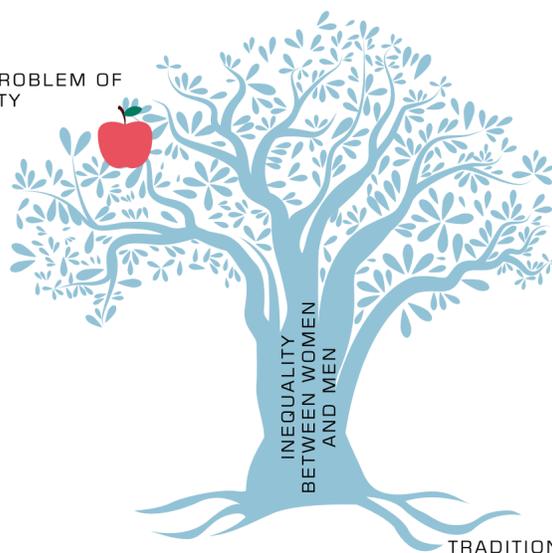


TREE OF CAUSES AND CONSEQUENCES

Your next task will be to draw a tree of causes and consequences. The purpose of this activity is to realize how things relate to each other and what the consequences are. Let's do it!

On paper, draw a tree that has roots, a trunk and a crown. You can take inspiration from the image below. Write the name of the topic/problem on the trunk of the tree, for example, "Inequality between women and men". The roots symbolize the cause of the problem, and the branches and the crown of the tree are its consequences. Use the information from the text and fill in as many causes and consequences of inequality between women and men as possible in the appropriate part of the tree. Draw at least three fruits in the crown with a coloured crayon and try to associate a way in which we can solve the problem of gender inequality with each piece of fruit.

TALK ABOUT THE PROBLEM OF INEQUALITY



PROBLEMATIC ACCESS OF WOMEN TO EDUCATION



RESPONSIBLE CONSUMPTION AND PRODUCTION

TOPIC INFORMATION: The population on Earth is still growing, and this trend is likely to continue in the following decades. As the population grows, so too does the necessity (and consumption) of all raw materials. Whether it is minerals, food, water or clothing, humans need more and more. But the planet can only provide us with a limited amount of resources. How do we solve this problem? How do we regulate production and consumption sustainably? How do we ensure a functional economic system with sufficient resources and food for future generations? One solution is to handle natural resources in a way which does not lead to their devastation and irreversible destruction. This applies, for example, to the introduction of sustainable agricultural practices which respect the needs of the ecosystem and avoid the use of dangerous chemicals and fertilizers. Another important point is to reduce food waste and limit losses throughout the supply process. Related to this are efforts to reduce waste production and recycle and reuse materials.

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IN OUR KITCHEN

Each food represents a different level of burden on our environment. In general, local food has less impact on our planet than those that travelled thousands of miles to us. But it also depends on the type of food, production method and agricultural process. So now let's try to look closely at food that we have daily on our plate. What can you find in your kitchen?

Think it over, then put ten of your favourite kinds of food on the kitchen counter. Now count how many among them are (a) meat products, (b) tropical fruits, and (c) foods containing palm oil (information on the presence of palm oil/palm fat can be found on the packaging). Which type of food is most represented among your favourite foods?



WHAT IS THE PROBLEM?

Now read a short text about the most common food. Your task will be to mark three issues in the text (with a pencil or highlighter in the browser) that relate to the respective food type and are the most serious according to you:

- a) MEAT PRODUCTS
- b) TROPICAL FRUIT
- c) PALM OIL



SPEAK UP!

In the text, you have learned about many different problems associated with the production of one food—these can be ecological but also social or economic. From the issues you highlighted, choose one which you think we should start addressing first.

Your last task will be to produce a banner highlighting the issue. You can be inspired, for example, by striking students who support the Fridays For Future movement. Do you know about this initiative?

[HERE](#) you can read something about it and watch a [VIDEO FROM CZECHIA](#) or a [VIDEO FROM AROUND THE WORLD](#).

And don't forget to take a picture and send us your banner! We'll publish it on our Facebook page. Email your creation to veronika.foltynova@adra.cz.